

Activity #2: Rhetorical Analysis of an Internationally-Themed Documentary

1. Writing and Research in the Disciplines (ENG 112)
This course, the second in a series of two, introduces research techniques, documentation styles, and writing strategies. Emphasis is placed on analyzing information and ideas and incorporating research findings into documented writing and research projects. Upon completion, students should be able to evaluate and synthesize information from primary and secondary sources using documentation appropriate to various disciplines.
2. Rhetorical Analysis of a Foreign Documentary Nathan Branson
Students will use rhetorical tools to analyze an internationally-themed documentary. (The instructor can decide if all students will write about the same documentary, or if each student will be able to choose an approved documentary.)
3. Objective:
The purpose of this activity is to help students first apply rhetorical methods to a variety of possible sources. More specifically the students will think about how other cultures are similar and dissimilar to Western rhetorical methods. Methods of ethos, logos, pathos, and analysis of logical fallacies will be closely examined and analyzed.
4. Time:
3-4 weeks
5. Materials:
<ol style="list-style-type: none">1. Access to class Learning Management System (Moodle, Blackboard, for example, or equivalent access to resources) to retrieve provided links to sample essays, links to access online versions of the documentary, how-to videos and PowerPoint presentations.2. Computer and internet access3. Copies of the documentaries for instructor to show in class and/or students to watch outside of class. A suggested list of documentaries is found at the end of this activity.4. A suggested list of film library catalogues is found at the end of this activity.
6. Procedure:
<ol style="list-style-type: none">1. Students learn the specific forms of ethos, pathos and logos in articles. Students learn to identify and analyze logical fallacies. Students will be provided materials to help them understand these terms.2. Students will apply the terms to articles, speeches, and commercials provided. This is to practice using these terms in various contexts. Students will be assigned a homework assignment to show they understand the terminology.

3. Students will have an in-class quiz on ethos, pathos, logos, and logical fallacies.
4. Students will see an example rhetorical analysis of a documentary from a previous class.
5. Students will watch one of the internationally-themed documentaries. The class will use the terms we've used for rhetorical analysis in classroom discussion.
6. Students will write about a documentary chosen by the instructor or be given options for internationally-themed documentaries to choose from. If they are given choices of documentaries, they will need to watch the documentary on their own time (or analyze the one watched in class).
7. Students will write the first page and half of their rhetorical analysis of a foreign film.
8. Students will write a rough draft to post on the class's Learning Management System (for example, Moodle or Blackboard) or to bring to a peer review session in class for other students to proofread, revise and edit.
9. Students turn in 3 page essay on their chosen documentary. Each essay is a thoughtful understanding of the film's rhetorical methods. Also the student must demonstrate an understanding of the author's primary claim and purpose in the film.

Suggested Essay Prompt:

This is a 3 page essay that will analyze how an internationally-themed documentary uses the rhetorical methods of ethos, pathos, and logos to support its major assertions; if relevant, the paper will address any logical fallacies present in the documentary. The paper will identify the documentary's major assertions, both those directly stated and those implied. The student will offer his or her well-reasoned theories on the strategies behind the documentary's chosen rhetorical devices. The student will use specific moments and quotation from the documentary to substantiate his or her claims.

Essay Format:

- The essay should be at least 6 paragraphs long.
- Essay should have an appropriate MLA heading.
- Essay should have an appropriate title.

Introduction paragraph

- Introduction should start with something that makes the reader want to read onward.
- Introduction should introduce the title of the documentary.
- Introduction should summarize the documentary's major premise and major assertions, both directly stated and implied.

-Introduction should give a sample of the character of the documentary's use of each rhetorical method.

-Thesis statement should articulate how all three rhetorical methods work together to deliver the documentary's major assertions, and, if relevant, comment on any issues in the documentary with logical fallacies.

Body Paragraphs

-Each body paragraph needs an effective topic sentence to introduce what aspects of the documentary's rhetorical methods (ethos, pathos, logos) and/or logical fallacies the paragraph will discuss.

-Each body paragraph needs direct reference to the documentary, in the form of properly introduced and cited quotation, paraphrase, and/or summary, to substantiate any specific discussion of the documentary's rhetorical methods.

-All discussion must be coherently, clearly, and thoroughly presented.

Conclusion

-Conclusion should effectively tie all three rhetorical methods together, showing how these methods ultimately impact the documentary's effectiveness.

-If relevant, the conclusion should make a final assessment of whether or not any logical fallacies have impacted the overall quality of the documentary.

Bibliography

-Paper should have a properly formatted MLA Work Cited page.

7. Assessment:

Suggested Rubric items:

-Essay is 3 full pages.

-Prompt guidelines are followed.

-Essay shows a thoughtful understanding of the film's rhetorical methods.

-Essay demonstrates understanding of the documentarian's primary claim and purpose in the film.

-Essay uses sound grammar and punctuation.

-Essay maintains standards of academic writing.

-Essay style is considered.

-All references to any outside sources are properly cited in both in-text citations and bibliography citations.

-All claims made by the student are substantiated through evidence from the primary text and thorough explanation of well-reasoned thought process.

-Discussion is well-developed.

-Discussion is coherent.

-Essay is organized.

-MLA format followed in essay layout and documentation.

Activity #2 Suggested Internationally-Themed Documentaries for Rhetorical Analysis

- *Manufactured Landscapes* by Edward Burtynsky (2006)(China/Bangladesh)
- *Jiro Dreams of Sushi* (2011) (Japan)
- *Waste Land* (2009) (Brazil)
- *Last Train Home* (2009) (China)

- *The Light in Her Eyes* (2012) (Syria)
- *Patagonia Rising* (2015) (Chile)
- *Gringo Trails* (2015) (Bolivia, Thailand, Mali, and Bhutan)
- *War Child* (2008) (Sudan)
- *Poisoned by Polonium* (2007) (Russia)
- *Edward Said on Orientalism* (2014) (Middle East)
- *London: The Modern Babylon* (2012) (UK)

The following resource is from the UNC Institute for the Study of the Americas:

- <http://isa.unc.edu/film/> --This is a link to the Institute's film library.

The following resource is from the UNC African Studies Center Lending Library:

- <http://africa.unc.edu/outreach/index.asp> --This is a link to the Center's library where films can be requested.

The following resource is from the Duke-UNC Consortium for Middle East Studies Film Library:

- <http://ncmideast.org/outreach/films/> --This is a link to the Consortium's film library.

The following resource is from the Consortium in Latin American Studies and Caribbean Studies at the University of North Carolina at Chapel Hill and Duke University:

- <http://lafilm.web.unc.edu/category/type/documentary/> ---This is a link to the Consortium's film library of Latin American and Caribbean documentaries. **Instructors interested in this film and/or others through the Consortium's film library can get contact information to request to borrow films through this link:**

<http://lafilm.web.unc.edu/welcome/lending-policy/>

